

# School Activities

The National Extracurricular Magazine

OCTOBER, 1960



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Student Visit, Aliquippa and Altoona High Schools, Pennsylvania

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# School Activities

HARRY C. MCKOWN, *Editor*

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October, 1960

## Contents

As the Editor Sees It .....	34
What We Are Trying to Accomplish Through Football .....	
..... <i>Robert L. Agnew</i>	35
Our Varsity "W" Club .....	
..... <i>Marjorie Lazarus</i>	37
Sportsmanship .....	38
Why Not a Student Body Nomination Convention? .....	
..... <i>Laura Lee Mayne and Roger C. Adams</i>	39
"Should the United States Initiate a Federal World Government?" .....	
..... <i>Harold E. Gibson</i>	41
A Unit of Wise Use of Leisure Time—Culminating in a Camping Trip .....	
..... <i>Edith L. Louis</i>	46
What Is the Role of the Principal and the Sponsor in the Student Council? .....	
..... <i>Dr. William S. Sterner</i>	47
Better Understanding Through a Student Exchange Program .....	
..... <i>John F. Yon</i>	50
What About the Use of Oxygen for High School Athletes? .....	
..... <i>The Illinois Interscholastic</i>	50
The Smith Myth .....	
..... <i>William S. Linn</i>	51
We Build a Real House .....	
..... <i>W. D. Norwood, Jr.</i>	53
Survey of State Activities Associations .....	54
Assembly Programs for November .....	55
News Notes and Comments .....	59
How We Do It:	
Good Manners Week .....	
..... <i>Greenwood High School, Greenwood, Mississippi</i>	61
They Serve .....	61
Up the Hudson .....	
..... <i>Alexander Hamilton Junior High School, Elizabeth, New Jersey</i>	61
Memorial Loan Fund .....	61
A Penalty for Talking .....	61
The Council Makes 'em Comfortable .....	61
FHA Sponsors White Cane Drive .....	
..... <i>Anaconda Senior High School, Anaconda, Montana</i>	61
A Student-Published Community Paper .....	
..... <i>Trent High School, Trent, South Dakota</i>	62
Give Blood .....	62
Tea for Teachers .....	62
Among the Books .....	63
What You May Need .....	64
Comedy Cues .....	64

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# *As the Editor Sees It*

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One of James B. Conant's conclusions, following visits to schools and studies of questionnaires from more than 400 junior high schools all over the country, was—"Superintendents . . . in some localities are fighting an almost vicious over-emphasis on athletics. Colleges, of course, are by and large the worst sinners in this regard, but that the disease had spread to the junior high school was to me a new and shocking revelation."

As yet there appears to be no great agreement among directors of physical education, coaches, administrators, and teachers on the matter of junior high school interscholastic athletics. In general, though, coaches favor, teachers disfavor, physical educators are about 50-50, and school administrators "just go along" with whatever the community seems to want.

Obviously, here is an important and serious problem that calls for intelligent and vigorous leadership.

Increasingly, high school yearbooks are being printed during the summer and distributed in the fall. Although this plan lacks the immediate "kicks" of a commencement-season distribution, it does allow for a less hurried getting-out and a less expensive job of printing.

An almost untouched source of school exhibits, especially those reflecting pioneer times, is the local community. Old books, coins, weapons, clothes, flags, pictures, clocks, tools, utensils, bed clothes, and many other smaller items are to be found in any community and most of these would be loaned for a carefully supervised school exhibit.

Naturally, any such event should include, (1) a program aimed at developing proper respect for property, (2) proper identification of all items, (3) a printed or mimeographed listing, and (4) an effective educational capitalization.

"The Honor Roll is slim this month. Only one school has been recommended for outstanding courtesies extended to visiting teams and officials. . . . Why don't you officials and coaches get on the ball? There must be other schools that deserve this honor. Let us hear from you." This

from the magazine of a state high school athletic association.

Perhaps, as with too many of our friendships, we just take courtesy at athletic events for granted and don't express our appreciation. But if an official makes an unpopular decision—

There will be no student cooperation in a council or other school project unless there is student interest: there will be no student interest unless there is pertinent information; and there will be no pertinent information unless there is a definitely organized program designed to gather and spread it.

In short, information develops interest, develops cooperation.

We agree with the NSPA Yearbook Guidebook which holds that an index is an essential part of every yearbook. This index (always at the back of the book) alphabetically lists all of the organizations, activities, and personnel represented. A somewhat tedious job to make up, but an immensely helpful device.

In an earlier day high school and college diplomas often were two-page documents, the extra page containing the graduate's academic record. This same idea is now appearing in a new form of high school diploma which includes the record of courses and marks on the reverse or "flip" side.

There are so many special "days" and "weeks" being observed these days that most individuals tend to let them slip by without much thought or action.

New Jersey's "Student Council Week," officially proclaimed by the Governor, and appropriately celebrated in schools throughout the state, is delightfully different.

It is hardly complimentary that in many schools a teacher retiring after long and faithful service is allowed to slip away practically unnoticed. An important and dignified recognition of such community servants is always a suitable project for the student council.

*"Win, in any way and at any cost, but win"—this, to many individuals, appears to be the basic rule of any interscholastic sport. This is both an inaccurate and an incomplete conception, and one held by but few coaches.*

## What We Are Trying to Accomplish Through Football

**M**ANY EDUCATORS seem to think that all the football coach is trying to do is have a winning team. Every coach wants to do the best job he possibly can and win as many games as he can with the material he has. Every coach likes to win and this is as it should be, but the desire to win causes few coaches to resort to unethical practices.

There are many teachers and administrators—as well as townsfolk—who do not understand the educational possibilities of football, hence the need for this article. "The Cardinal Principles of Secondary Education" are generally accepted by people in the field of education. Let us go down the list and see how football can contribute to these objectives.

### *Health*

Football is a strenuous game and those who engage in it have to be physically fit in order to withstand practice and game competition. The participants learn answers relating to questions of diet, sleep, rest, physical development, personal cleanliness, and proper health habits and attitudes. All who participate in football are required to have a physical examination once each year to ascertain if they are physically fit.

### *Worthy Home Membership*

Tolerance, teamwork, and loyalty are stressed in football, as they are in the home. Each player is expected to carry his part of the load. He

**ROBERT L. AGNEW**  
*Tucumcari High School*  
*Tucumcari, New Mexico*

knows what his responsibilities consist of, and to a large extent how to carry them out successfully.

### *Vocation*

Little can be said about football contributing directly to vocation. Usually only the future football coaches and professional players are benefited directly. Indirectly all players can learn things that are basic to a vocation. They can apply what they learn in football to the business of their choice.

In order to succeed in football a player must work hard, follow rules, be competitive, be fair, and get along with his associates. These same things are necessary in order to succeed in business; one's own or someone else's.

### *Citizenship*

In teaching fair play, courtesy to the opponent, respect for officials, honesty in game situations, and good sportsmanship we contribute toward making a better citizen out of the individual. Football has contributed much to the solving of the integration problem which is receiving so much publicity at the present time.

### *Command of the Fundamental Processes*

Most participants become interested in football and study to find out all they can about the game. Frequently, many quick decisions, often involving two or more possibilities, have to be made. The decision may be the wrong one, but that is one way to learn and become more proficient. Football is often the reason for an individual staying in school, and it is frequently the means by which he furthers his education.

### *Worthy Use of Leisure*

It is our contention that it is worth while for an individual to be able to watch a game intelligently and while watching to show proper appre-

### OUR COVER

The upper picture is a view of the second annual All-Sports Banquet promoted by the Varsity "W" Club of Whitehall Township High School, Hokenauqua, Pennsylvania. Letters and other awards are presented at this event.

The lower picture shows a meeting of exchange students from the high schools of Aliquippa and Altoona, Pennsylvania. See the story on page 50.



ciation of the good plays made. Probably more important is the fact that many of our players would not be in any organized activity during the two and one-half hours each day they are out for football. Otherwise, their activities during this period may, at times, be undesirable.

### *Ethical Character*

It is important that a football player strive for control of himself and his temper. He is required to be cooperative and submissive to leadership. He learns teamwork (self-sacrifice). He becomes loyal to his coach, captain, and team. He learns to obey the rules and regulations of the game. These become habitual with him and become part of his character. To get the maximum value out of these, they should be voluntary.

### *Basic Tendencies of Man*

The behavior of man can be well described in these six categories of basic tendencies<sup>1</sup>

1. Man is gregarious—likes to be with a group
2. Man is competitive—has the desire to excel
3. Play is spontaneous
4. Man tends to learn and repeat behavior which brings him satisfaction
5. Man does not inherit codes or standards of moral or ethical conduct—he learns them
6. Man is imitative

Taking the first three categories into account, where would one find a place where he can be with a group, play, and satisfy his competitive spirit as well as in football?

Man tends to repeat mental, emotional, and physical activities which bring him satisfaction. This satisfaction may come to a player in proving to others that he is the better player, that he has more "guts," that he is a better sportsman, etc. This satisfaction benefits the individual.

The fifth basic tendency is that of man having to learn standards of moral and ethical conduct. The ethical and moral conduct reflects upon the coach to a large extent; how he teaches, what the boys can "get by" with, and their actions, particularly on the field. Consequently, the coach must teach character.

Man is imitative, he adopts things he approves

of in other persons, or what is suggested by them. These things he adopts may be good or bad depending upon the emphasis they receive. Football offers innumerable opportunities for discriminative emulation.

Football contributes a great deal to the satisfaction of these basic needs of man. The degree of satisfaction in each category will depend upon individual needs, the coach, and the situation.

### *Other Values*

Football has definite educational values. The coach usually stresses scholastic achievement for two reasons: (1) eligibility rules, and (2) good students are easier to coach. Football, as previously stated, helps some individuals to obtain higher education through their proficiency in the game.

Participants learn social adjustment through participation in football. They learn self-restraint, control of temper, sportsmanship, loyalty, fitness, rules, defeat and victory attitudes. They also learn to meet people and carry on conversation, to care for their personal appearance, grooming, table manners, neatness, etc.—and personal hygiene and common courtesy. They learn good conduct on the trips at hotels and restaurants.

Football players are told they have a responsibility to the young people coming along behind them, as young people tend to imitate people they like.

Merely to list the educational, social and psychological values of football is not enough. These must be accomplished in order to be of value. True, we coaches do not always accomplish all that we attempt. But we try. We attempt to be careful so that undesirable situations do not arise. All is not good but good is desired, and perhaps occasionally we will take some that is not good in an effort to get that which is desirable.

The coach is the most important person in the development of these educational aspects of football. Good or bad may come from the program as a result of its leader. The coach is often unfairly criticised for the actions of his players even though he has exercised more than average patience in dealing with particular problems.

The player spends a small percentage of his time under the direction of the coach, yet some people think a show of poor sportsmanship is always the fault of the coach. This is usually not true. The coach tries to teach as you try to teach—and not always succeeding.

<sup>1</sup> *An Introduction to Physical Education*, by Eugene W. Nixon and Frederick W. Cozens, The W. B. Saunders Co., Philadelphia, 1947, p. 134.

Though the above reasons are very important, football can almost, if not entirely, be justified by these three advantages.

1. It is a safety valve for emotions.
2. It keeps boys off the street and out of mischief.
3. It aids in unification of the school.

Football gives a boy an outlet for emotions bottled up inside. These emotions should not have to stay inside him very long. He can "let off steam" by knocking someone around in an environment where that kind of action is expected.

The boy stays off the street and out of the "pool hall," where it is very easy to pick up unde-

sirable attitudes and habits. The football player is usually tired at the end of the practice period and wants only to go home and rest.

Unification of the school can come through football when school administrators, coaches, and others work together with this in mind. The band and pep club are usually at most football games. These three bodies generally comprise a considerable part of the school, and they influence every bit of it, from janitor to principal. They, working together, can help to develop the "we" or "our-school" feelings without which no American secondary school can ever be, in the broad sense, really effective or successful.

*Although they aim at promoting sportsmanship, this club also sponsors the All Sports Banquet, encourages scholarship among athletes and gives effective recognition to senior athletes.*

## Our Varsity "W" Club

"**M**OTION CARRIED," states James Christoff, president of the Varsity "W" Club. This announcement is the result of a motion by one of the members that the Varsity "W" Club again sponsor the All Sports Banquet at Whitehall High School for the 1959-60 school year.

Comparatively new as part of the sports program at Whitehall, the All Sports Banquet was first introduced in the spring of 1957.

For two years this affair was sponsored by the Athletic Council—a group of administrators, coaches, and faculty members who control all athletic activities.

Soon after school began in the fall of 1958 the Varsity "W" Club began plans to take over the sponsorship of the next banquet, thus relieving the Athletic Council of the financial responsibilities involved.

Endeavors of 117 athletes were rewarded Wednesday, May 20, 1959, at the first All Sports Banquet sponsored by the Varsity "W" Club.

Turkey, with all the trimmings, served family style, began the proceedings.

Faculty Manager Samuel Nevins then presented the various varsity and junior varsity letters to Whitehall's lettermen and letterwomen.

George D. Steckel, principal, introduced the varsity coaches who each made brief comments.

This ended the evening's formal affair.

### MARJORIE LAZARUS

*Whitehall Township High School  
Hokendauqua, Pennsylvania*

From 9 to 12 p.m. an orchestra provided music for dancing.

In addition to the 117 athletes, administrators, members of the board of education, and the Athletic Council were guests of the club.

Tickets were available to the public at two dollars. Members of civic organizations attended as well as parents and friends of the honored athletes.

Because most athletes brought guests to the dance following the formal dinner it was very successful. Adults, too, remained for the greater part of the evening's activities.

Whitehall's Varsity "W" Club is itself one of the more recent organizations in the history of the school, being first organized in 1942. In 1944, Samuel Nevins, present faculty manager of athletics, took over the advisership of the club and remained sponsor until the fall of 1952 when the two present advisers, Robert Steckel, basketball coach, and William Piff, football and track coach, took charge of this athletic group.

In the beginning, activities of the club were limited to sponsoring a dance or faculty basketball game. Proceeds were used to purchase some small token of recognition for senior members of the club at the time of graduation.

In recent years the club has become very active and is certainly the wealthiest student organization at Whitehall in spite of its expenses.

Last year's financial report was as follows:

Balance September 2, 1958 \$1,346.87

#### Receipts

Candy sales .....	\$2,668.30	
Basketball schedule pencils .....	50.00	
Basketball Game .....	89.40	
Banquet Tickets .....	84.00	\$2,891.70

#### Expenses

Candy .....	\$1,944.84	
Pencils .....	33.41	
All Sports Banquet .....	479.78	
Jackets .....	345.00	
Graduation Award .....	20.00	
Flowers, etc. ....	64.98	\$2,888.01

Balance September 1, 1959 \$1,350.56

To meet their major expenses—that of sponsoring the All Sports Banquet and paying \$15 toward a jacket for each graduating senior—the club sells candy for the Christmas and Easter holidays and pencils with basketball schedules printed on them. Usually they sponsor a faculty basketball game. A yearly dance which has proven to be less profitable each year has been dropped from the agenda of activities for the year.

Obviously, since there are no club dues, most of the revenue is obtained from the sale of the candy for the holidays.

Profits realized from the candy sales for the past year were \$723.46, more than enough to pay the expenses of the All Sports Banquet.

One advantage these salesmen have is the good will of the public which has developed over the years. From the beginning it was decided to sell a good grade of candy. By giving the public its money's worth, the same customers kept purchasing the candy year after year.

While the All Sports Banquet is the biggest project of the year, the club does have other activities.

Senior members of the club eligible for a jacket select the style they prefer. Regardless of the type that they choose, the club pays \$15 toward each jacket, and the remainder is paid by the student.

Last year, for instance, 23 lettermen were

eligible for these jackets, which meant taking \$345 out of the treasury to meet this expense.

At graduation time they offer \$10 prizes to the letterman and the letterwoman who have attained the highest average over a three year period.

Gifts or flowers in case of illness or death in the family of one of the members is another expense to be considered.

When financial problems and major projects are under control the members discuss various sports among themselves, invite local sportsmen to attend their meetings, or show motion pictures of various sporting events. These meetings take place bi-weekly during a regular scheduled club period.

With all these financial responsibilities the real aim of members of the Varsity "W" Club, however, is to promote sportsmanship.

## Sportsmanship

A four-point program to improve sportsmanship at athletic events has been adopted by the Missouri State High School Activities Association. The program includes the educating of players, students and fans to the most worth-while values in athletics, an emphasis on adequate planning in administration of athletic events, as well as the necessity of enforcing the association rules locally.

Missouri State Association bylaw No. 9 provides:

1. Any athlete who lays a hand or attempts to lay hands on an official in protest shall be declared ineligible for one full year.

2. The school whose coach behaves in a manner likely to have an adverse influence on the attitudes of players or spectators, shall be provided with a choice of suspending its coach from representing that school at athletic events for one week—or to have the entire school suspended from the association for a similar period.

3. In cases of fans physically molesting officials, the school shall be given one of two options: Either to take legal action against the offenders or to accept suspension from the association.

4. Other unsportsmanlike conduct shall be resolved in a manner sufficient to correct the problem existing and may range from a warning to a probationary period.



*It is highly complimentary to teachers and administrators that student council and other school-wide elections are conducted in a much more sensible and dignified manner than those staged by adults. Hillbilly bands, bare-legged girl "supporters," gaudy streamers, senseless signs, blaring noises, long-winded "orators," etc.—which in no way represent basic political purposes or programs—are not essential to school-body elections. Fine!*

## Why Not a Student Body Nomination Convention?

**O**UR TROUBLED WORLD today needs leadership from the strongest democratic country, the United States. In order to survive, we must be an example of successful government to the rest of the world. We need to show how democracy works and the importance of education in a democracy.

Many students will watch our two strong national political parties choose candidates for the presidency and vice presidency of the United States. The significance of the year 1960 to social science departments and the American teenager can be increased by taking full advantage of the procedures of electing candidates to the highest offices in our country.

Recently, the communities in our local area selected city councilmen. The city of Cupertino reported that approximately 50% of the registered voters cast a ballot. This was hailed by one of the local newspapers as a great victory for the people. Is this victory? Only about half of the registered voters cared to cast ballots. In the other communities, less than half the voting public went to the polls.

Fremont High School is giving every student an education, by example, that tells each student the facts about the American political scene. This year we started our series of events with a very successful nominating convention for student body officers.

The convention, a supplement to our regular social studies program, was student sponsored. Many students had an opportunity to develop leadership in assuming positions of responsibility required to operate the convention. The Fremont Student Council determined the need for the convention staff as herein indicated.

*Election manager*—Chairman of the convention.

*Keynote speaker*—A student easily available

**LAURA LEE MAYNE and  
ROGER C. ADAMS**  
*Fremont High School  
Sunnyvale, California*

from the speech department with a topic relating to student government.

*Parliamentarian*—A parliamentarian should be available through the student government and speech program. He must act on questions of procedure.

*Press*—An area should be set aside for representatives of the school paper.

*Photographers*—The school photography staff should be available to take pictures as necessary.

*Radio staff*—Announcers may be used from the speech and drama departments. If there is a ham radio station on campus, the convention may be broadcast.

*Delegates*—Delegates may be elected from basic classes, home rooms, or registries. A head delegate should be elected to speak for the delegation.

*Pages*—Pages act as messengers and should be able to open and read any message. The head page should organize, assign, and supervise work of the pages.

*Floor Officials*—Help keep order. A floor manager can organize, assign, and supervise the work of this group.

*Clerks*—This group times the candidate's part of the program and keeps count of the votes. The head clerk keeps official minutes of the procedure.

*Band*—The music department can furnish a small band with campaign songs to help in demonstrations.

With the help of the faculty and administration, the student council of Fremont developed the following rules for the operation of the first convention:

#### *Candidates:*

1. A maximum of seven (7) minutes will be permitted for each candidate's part of the program. The campaign manager, demonstration, and candidate must perform within this time limit.
2. During free time and voting, candidates and campaign managers may enter the delegate section to campaign.
3. All speeches and demonstrations must be approved.
4. Each candidate must include his platform in his speech. Each campaign manager must include the candidate's qualifications in his speech.
5. No candidate can spend more than \$5.00 on his entire campaign.

#### *Delegates:*

1. Delegates cannot come from the executive council. No executive council member can be a campaign manager.
2. Delegates cannot be candidates.
3. Delegations may cast votes only for total number of delegates present.
4. Every delegate must remain in his proper place throughout the convention. Pages are present to take notes from delegation to delegation. Head delegates may move at will during time between ballots. Delegations may participate in demonstrations as a group.
5. Each basic class may instruct its delegation how to vote on the first ballot for each office. Each succeeding ballot will be decided by the delegation.

#### *Voting:*

1. Two-thirds (2/3) vote of the delegates present will be necessary to have a candidate's name placed on the ballot. If more than three candidates are nominated, the candidate with the lowest total number of votes will be eliminated from competition. If only three students are left, each candidate must receive a 2/3 majority vote of the delegates present to have his name placed on the ballot.
2. After all candidates have spoken and nominations for each office closed, a roll call vote of the delegates will take place to see which candidates will be placed on the ballot. Each candidate must receive a 2/3 majority vote to be placed on the ballot. Roll call votes will be repeated until two candidates receive the

required 2/3 majority vote.

3. During all roll call votes, the head delegate of each delegation will rise when called upon and state his delegation's vote. It is necessary to speak in a loud and clear manner since all tabulations will be kept on the stage.

#### *General Procedure:*

1. No confetti, streamers, or throwing of paper or debris.
2. Participants must wear suits and ties; dresses and heels.
3. All signs must be carried or worn.
4. Approximately four (4) minutes will be allowed between ballots or between the last candidate's speech and the first ballot.
5. The balcony will be reserved as a gallery. Students will be permitted to watch as long as seats are available and order can be maintained.
6. The band may play during demonstrations and time between balloting.
7. Officials are present to keep order. Each person must cooperate with the officials.
8. Roberts Rules of Order will be followed in conducting the convention. The parliamentarian's decision on procedure will be final.

The following basic procedure proved to be very successful. An appropriately decorated auditorium provided proper atmosphere. An introductory ceremony brought the delegates to order. The keynote speech set the tone of the whole convention because it was well planned. Nominations were called for by the election manager. All candidates spoke and presented their programs for nomination. After each candidate for one office had completed his nominating demonstration, the election manager called for closing nominations and began the roll call vote. This continued until two candidates received a 2/3 vote of all delegates present. These two went before the student body as candidates for their respective office. The same procedure was followed until each office had two candidates. The election manager summarized the proceedings and the convention was closed.

A convention is merely a beginning. Registration of students for voting is necessary if we are to follow the examples set down by regular election procedure. Booths for the actual voting can be obtained from most county offices through the Registrar of Voters.

In further relating the election procedure to

duties of citizenship, Social Science classes can review the ballots used in municipal elections. Through the study of government, students can learn the functions of local officials. By visiting local council meetings and other official gatherings, students can gain additional knowledge and, it would be hoped, interest in the operation of a representative form of government.

Through education, students must learn re-

spect for our political system. It is the responsibility of every school to provide each student with a background in government that will encourage him to become an informed voter. It is possible, through education, to provide superior intellects for the field of politics. Let us provide every possible experience for development of leadership for the stronghold of democracy, the United States of America.

*Either side in the debate on this question can embarrass its opponents by skillful wording of dilemmas—but it must also be thoroughly prepared to meet various dilemmas put to it.*

## "Should the United States Initiate a Federal World Government?"

AS THE ELECTION OF 1960 enters its last month of campaigning it becomes apparent that the more important single problem facing the American people is that of finding a solution to our international problems. Both candidates realize that we do not appear to have any burning domestic problem upon which they can base their campaign. It is true that we have a farm problem and certain difficulties in solving the school integration program, but even these items do not loom as high on the priority list of things that must be solved as the problem of finding some way to preserve the security of the free world.

For almost a decade the free world has been engaged in a "cold war" with the nations of the Communist bloc. Various methods have been proposed and promoted to bring about some kind of international understanding between these two great groups. Some people have proposed that we should attack this problem head on and admit that there is little possibility that the two world blocks will ever be able to get together for the purpose of peaceful coexistence. These people want to transform the North Atlantic Treaty Nations into a federal government. This will give the powerful democracies of the world a united and powerful force that can stand up against the advances of Communism.

Others favor a middle of the road plan which would utilize the existing United Nations. They feel that we can best maintain the security of the free world through a United Nations with substantially increased powers. They argue that we

**HAROLD E. GIBSON**  
*Illinois State Normal University*  
Normal, Illinois

have the outline of a world organization that can maintain world peace if only it is given additional power to act when necessary. People who do not feel that the United Nations can maintain world peace even if it is given substantially increased powers point to the fact that it has been in existence for fifteen years and still it is not able to settle international disputes if the great world powers are unwilling to cooperate. They cannot see any way the United Nations can ever be transformed into an effective instrument for maintaining international peace.

A third, and exceedingly radical proposal for maintaining the security of the free world is the formation of a federal world government. This is a bold proposal because it proposes to fuse the democracies and the Communists into one nation. Such a proposal will be viewed with skepticism by nations in both groups. On the other hand many people feel that in the end it is the only proposal that will maintain world peace effectively.

During the first half of this school year high school debaters will be entering practice debates on any one of the three general debate topics mentioned above. Early in January, 1961, a final selection will be made from among three topics of the subject to be used in the final debates of the year. In this article we will discuss one of the possible topics for debate during the last half of the school year. That subject is:

**RESOLVED:** That the United States should initiate a Federal World Government.

In order to give high school debaters an idea of the possibilities of this debate question we are including a set of definitions of the terms of this topic.

**"THE UNITED STATES":** By the term "the United States" we mean the government of our country as represented by our legally elected officials. Under the Constitution of the United States the right to negotiate treaties and to ratify such treaties is vested in the President who must submit such treaties to the Senate for final ratification. This would have to be done if the United States is to complete this program calling for a federal world government.

When debating this particular phase of the general debate topic we feel that the question places the responsibility for trying to create a federal world government squarely upon the government of the United States. Of course other nations might help in getting the plan started but the initiative must come from our government. The affirmative must prove that the United States should take the lead in the formation of a federal world government.

**"SHOULD":** The term "should" implies that the affirmative team must prove that the action of the government of the United States in initiating a federal world government is either desirable or necessary or both. The affirmative must also prove that such a move by the United States will be advantageous in the future. It is not necessary for the affirmative to prove that this federal world government will actually be formed. The task of the affirmative is to prove that it *should* be formed.

**"INITIATE":** The definition of the term "initiate" means to be the first mover in a plan or a proposal. In other words the United States should take the lead in calling for a federal world government, and once this lead has been taken it is assumed that we would be the power that would push this proposal through to its completion. In this debate it is not enough for the United States to make the proposal and then stop. It is assumed that the United States would propose the plan, and then support it until the federal world government is established.

The negative should watch for any indications that the affirmative is taking a narrow interpretation of the word initiate. If the affirmative proposes that the United States start the

plan and stop at that point we feel that they are not really debating the question. This debate question calls for action by the United States not only to start the proposal, but to push for the final enactment of a federal world government.

**"A FEDERAL WORLD GOVERNMENT":** By the term "a federal world government" we mean a government including all of the nations of the world. This federal world government would have powers over all nations similar to those that the United States now has over its people. It could levy taxes, establish tariffs and customs or abolish them, maintain an army to maintain peace, and it could handle all other matters for the common good. It would be a real government and not a confederation or organization.

#### USING THE DILEMMA IN DEBATE

There are many types of strategy that can be used by the debater in presenting his arguments effectively. One of the most effective methods of arguing is the use of the dilemma. The dilemma is a method of strategy that can be used effectively by either side in the contest. The initial step, when using the dilemma, is for one side to direct a question to its opponents. This question should be so carefully worded that no matter how the opposition answers it their reply will be detrimental to their side of the debate.

It is usually a good thing for the side asking the question (or dilemma) to make several suggestions of answers. This tactic forces the opponent to recognize the question and it usually causes them to attempt making an answer.

While the dilemma is effective for the side asking the question, it is usually deadly to the side attempting to make an answer. Every debater should therefore prepare a method of avoiding being caught by a well worked out dilemma if it is possible to do so. If you wish to avoid the clutches of a dilemma study each question directed to you to see if it is properly worded. If the question contains a number of adjectives praising your opponent's side of the case and others attacking your side, there is a great possibility that it is not a fair question. If the question includes a statement that has not been established during the debate your answer may have the effect of admitting this statement even though it has never been proved.

In the event that you do attempt to answer any questions asked by your opponents in the



hope that they will place you in a dilemma, be certain that your answer is general and add so many qualifications to your answer that the side asking the question will be bewildered.

#### SAMPLE AFFIRMATIVE DILEMMAS

**QUESTION:** Are the members of the negative willing to admit that the formation of some type of international government such as a federal world government would be able to maintain world peace in our present day world with its many threats of war?

*If they answer yes!*—The members of the negative team have taken a rather unusual stand in this debate. They are willing to admit that the formation of a federal world government will practically assure that we will be able to maintain world peace in the future. When they make such a statement they are practically admitting the affirmative proposal that we take the lead in this country to bring about such a world organization. Since we are debating this topic in an effort to find a way to maintain world peace the members of the opposition have admitted that our proposal will do the very thing that we want done.

When our opponents make this concession of admitting that if the proposal of the affirmative is adopted that we will be able to maintain world peace they have virtually surrendered in this debate, since we are really trying to find a system that will outlaw war as an instrument of international policy.

Since our opponents have conceded our main contention we cannot see any reason why we should continue this contest. We are both trying to find the best method of attaining a world without war. Our opponents have admitted that our plan will bring world peace and so they are admitting that we have the right to the decision in this debate.

*If they answer no!*—The members of the negative have stated that they do not believe that the formation of a federal world government will bring about the desired results of world peace. When they make such a statement they are taking a fatalistic attitude toward the ability of the people of all nations to stop war. If their reasoning is correct then we have nothing to look forward to except a series of wars in the future in which civilization will eventually be destroyed.

When the debaters of the opposition take such an attitude they are also assuming a burden of

proof in this debate. Since they will not accept the affirmative proposal for the formation of some type of world government as a method of stamping out war, they must present and defend a better plan for solving the problem of recurring wars. They must prove that their method is superior to our proposal of a federal world government or they must admit that we have proposed a plan that will work.

**QUESTION:** Do the members of the negative team favor the continuation of a condition in which a nation like Russia is to be allowed to develop into a menace to world peace? We had such a condition following World War I when we saw such war-mongering nations as Germany, Italy and Japan develop. We ask again, do they favor such a plan?

*If they answer yes!*—We cannot see how the members of the opposition can favor the continuation of a condition which will allow Russia to develop into a menace to world peace. We already have the examples, Germany and Japan, nations who were allowed to pursue their paths of war mongering during the 1930's. We feel that the formation of a federal world government is the best way to assure world peace in the future.

When the opposition makes such a statement they are really demanding that the United States return to its position as an isolationist nation in much the same manner as happened after World War I. If we do this we are inviting Russia to conquer the world.

It is our contention that if some type of international organization is not founded at this time, and given the power necessary to hold the nations of the world to a system of peaceful settlements rather than the use of war that our civilization will be destroyed. We feel that our failure to curb Russia may result in a third world war. The establishment of a federal world government would curb the ambitions of the Russian nation.

*If they answer no!*—The members of the opposition have stated that they do not favor an international climate that would allow Russia to develop in much the same way that Germany, Italy and Japan developed following World War I. Now let us see just where the members of the negative stand in this debate. They do not want to see Russia continue to grow in power without any restraint, but they also do not want to see the United States take the lead in the formation



of any federal world government that would curb the growing power of Russia. We feel that such a stand is really not very consistent.

Now let us assume that we will all agree that it is essential to the future peace of the world to see that Russia is curbed. How can we do this? Can the United States do it alone? We do not feel that the American people can ever hope to accomplish this task by themselves regardless of the need. It must be done through some form of international cooperation and organization. We have seen that mere confederations like the League of Nations and the United Nations as it is now constituted are ineffective. What we must do is to organize some form of world government that will have the power necessary to demand that not only Russia, but all other aggressive powers, shall be curbed. Since the stand of the opposition seems to be confused we propose that we start now to form a federal world government.

**QUESTION:** Is it the contention of the members of the negative that the United States should remain aloof from proposals such as a federal world government. Do the members of the negative feel that the United States should return to the isolationist policy of the period following World War I?

*If they answer yes!*—We are completely surprised to find that the members of the negative team feel that it would be best for the United States to return to the policy of isolationism that we followed at the end of World War I. They make this statement in spite of the fact that we remained on the side lines from 1930 to 1939 while the aggressive powers of Germany, Italy and Japan continued to bring on the second World War. Had we taken our rightful place along with the other nations of the world at that time we might well have stopped the development of these nations in such a manner that World War II would not have become a necessity.

The spirit of isolationism has been so weak in this country during the last twenty years that we cannot understand how anyone can feel that it will ever be a successful foreign policy for the United States. We have assumed the position of one of the two leading powers of the entire world and in this position we must work toward world peace. We cannot do this if we remain isolated from the rest of the world.

*If they answer no!*—It is difficult for us to put our fingers on the exact position of the

negative in this debate. By the very wording of this debate question they are bound to oppose any form of federal world government. When we asked them if they favored a policy of isolationism for this country they have said that they do not favor such a plan either. Now we ask them just where do they stand.

When the members of the negative state that they do not favor the plan of remaining isolated that the United States followed from 1920 to 1940 they confound the issues of this debate. We asked them if they thought that the United States should remain aloof from a federal world government. They answered no to this question. Because of this peculiar stand in this debate, we must assume that the negative team is actually admitting the contentions of the affirmative in this contest.

#### SAMPLE NEGATIVE DILEMMAS

**QUESTION:** If the United States initiates a federal world government, it will be necessary for us to surrender some of the significant rights that have been granted by our Constitution because some other nations in the world will not accept them. Do you feel that Americans should give up the guarantee of freedom of speech if it is necessary to do so in order to form a federal world government?

*If they answer yes!*—The members of the affirmative are so much in favor of the plan to form a federal world government that they say they are even willing to give up the right of freedom of speech, if necessary, in order to secure the federal world government. When they make such a statement we wonder if they really realize how important this hard-fought-for right really is. It was won by a long period of stress and strife against rulers who were essentially tyrants at heart. Now the affirmative debaters say that they would be willing to surrender this American right in order to form a federal world government. We do not believe that the American people will agree with them when they make such a statement. We do not believe that the American people are ready and willing to surrender the right of free speech at this time.

It is easy to see that the costs of establishing a federal world government may be too great for the American people to pay. We will not be willing to surrender the civil and human rights that we have fought for for such a long time in order to establish a federal world government that will take away these rights.

*If they answer no!*—The members of the affirmative made a wise choice when they say that they would not be willing to surrender the right of free speech in order to see a federal world government established. In the first place the American people would not be willing to join any such world organization. We have had free speech for such a long time, and we know its great value, and so we would not be willing to surrender this right.

If we are to have a federal world government that would include Russia and Communist China these nations would demand that free speech be denied the members of this federal world union. Since they would not join the world union without outlawing free speech, and since we could not join if this is done, then it follows that a federal world government cannot be established. We are really debating on a proposition that can never come about. This being the case the affirmative should concede the debate to the negative.

QUESTION: Do the members of the affirmative team feel that a federal world government will have a better chance of success than the old League of Nations or the United Nations?

*If they answer yes!*—Our friends of the affirmative feel that an international organization such as a federal world government will have a better chance of success than the old League of Nations or the United Nations. It is only natural that they would take such a stand because they are charged by the wording of this debate question to propose and defend some kind of enlarged world government or a significantly strengthened United Nations. They could hardly be expected to answer this question in the negative.

If we take the time to look at the facts, however, we can see that there is little hope for success in any of the plans for a world government.

The proposal of a federal world government calls for an international organization that must include democratic United States and the democracies of Europe as well as Communist Russia and China. It would be an impossibility to get these two ideas of government to join in the formation of a federal world government. This plan cannot succeed simply because it can never come about.

*If they answer no!*—The members of the affirmative team are willing to admit that a fed-

eral world government has no greater possibility of success than either the old League of Nations or the United Nations. If this is the case why then should we enter into a plan that will cause us to join a world organization that is doomed to failure. This is foolish.

Since the affirmative is willing to admit that their proposal of some type of world government will have all of the shortcomings of the old League of Nations and the United Nations they have admitted that we should not adopt any one of the plans that they are proposing and defending in this debate.

QUESTION: It is a well established fact that both the League of Nations and the United Nations failed in their primary objective of maintaining world peace because they could not enforce their decisions. Do the affirmative debaters believe that a federal world government would be any more successful in enforcing its decisions?

*If they answer yes!*—We wish to challenge the members of the affirmative when they claim that a federal world government would be more successful in enforcing its decisions than was the League of Nations or the United Nations. They have absolutely no experience in the past to entitle them to come to such a conclusion. We have not had the success that we had hoped for in the United Nations. It includes most of the nations of the world, and indeed all of the powerful ones. Even now we find it cannot control the actions of the great powers.

If we form a federal world government practically all nations will demand so many restraints upon its power that it will start its life with only half enough power to succeed. It will be doomed to failure from the beginning.

*If they answer no!*—The members of the affirmative are willing to admit that the very federal world government that they are proposing and defending will not have the power to enforce its decisions. We will have a weak international organization that not only cannot enforce its decisions but that also cannot maintain world peace. We ask what will be gained by the establishment of such a weak government among the nations of the world.

If a newly formed federal world government cannot enforce its decisions and cannot maintain world peace it will be a waste of time and effort to continue to even discuss its formation. The members of the affirmative have admitted that their proposal just will not work.

## A Unit of Wise Use of Leisure Time—Culminating in a Camping Trip

EDITH L. LOUIS

*University of Hawaii High School  
Honolulu, Hawaii*

"What fun we had!" "Bill is a pretty nice guy, after all." These were student evaluations of the culminating activity of a unit of work in the eighth grade at University High School, the laboratory school at the University of Hawaii. It is with great anticipation that students enter the eighth grade and study within the year's work a unit on wise use of leisure time, culminating in a three-day camping experience planned to the last detail by students and teachers.

With the increasing amount of leisure time that our industrialization is giving us, some attention must be given in school to explore interests and activities for worth-while use of leisure time. This exploration should lead to interests and activities that can be cultivated and enjoyed during adolescence and adult life.

The unit can be initiated by a discussion of various TV programs—the favorite stars, the amount of time spent watching TV—or by a display of hobbies or a bulletin board display of different games or sports. In this class it was initiated by a survey of favorite programs and amount of time spent in watching TV. From the results



Meal time at camp

of the survey, discussion developed as to the value of some of the programs. Students were led to use more discrimination in the selection of programs to watch.

Leading from this came a study of the various activities that students can enjoy in their leisure time—hobbies, music, art, sports, reading. Exhibits of hobbies with talks by the exhibitors, listening to good music with explanations by musicians in the community, opportunities for art work, reading of good literature, bulletin board displays were different ways of arousing the interest of students to spend their leisure in worth-while activities. Resource people from community agencies were invited to speak to the class about the activities that they sponsored for the adolescent.

Research skills were developed as the students read to supplement their knowledge of their hobby or interest to enable them to tell about it to their classmates. They read about the life and works of different composers whose music they enjoyed. They read about the different media for art expression and about famous artists. A wide variety of reference materials was used—reference books, textbooks, biographies, magazines.

There was much opportunity for the development of the language arts skills of writing, listening and speaking in the unit. Group work was a natural part of the development of the unit where students who had similar interests worked and shared together and planned creative ways of sharing their work with the class.

To give the students an actual experience in



A skit at camp

planning for their leisure time, a three-day camp was arranged. It was also an experience in group living, an opportunity to gain new insights about their classmates, an opportunity for cooperation, for the assuming of responsibilities.

The planning included arrangements for the reservation of camp site, public transportation, meals, rules and regulations, assignment of cabins and duties, activities and cost. Committees were organized to work out the details. The students developed skills in arithmetic in figuring out costs and amounts. A knowledge of nutrition was needed to plan balanced meals, skills in communication were developed in making arrangements for camp site and transportation, understandings of social interrelations were needed to make cabin assignments and assignments for cooking and clean-up.

The activities at camp included the active sports of swimming, basketball and volleyball, organized games, hikes, quiet time for music or

reading, creative skits and stunts. On the hike, nature was studied in connection with kinds of trees, shrubs, leaf shapes, contour of land and rock formation. At night, around the camp-fire, the different stars and planets were identified. A combination of fun and study was the goal.

In the preparation and cooking of meals, the dishwashing and the clean-up, the students learned to assume their responsibilities and to work with others. They learned that the doing of chores could be fun.

This three-day camp away from parents, with the close proximity to their peers, with the pupil-planning involved and with the execution of the planning was a real learning experience for these students. With no actual school work planned, there was ample opportunity for students to put into use what they had explored in their study in class of activities for the wise use of leisure time. It was a culmination in actual experience of an academic unit of study.

*Sometimes student council members wait that "the principal won't let us alone" or "our sponsor over-emphasizes her position." Usually such reactions are based upon a misunderstanding of the parts these officials must play.*

## What Is the Role of the Principal and the Sponsor in the Student Council?

**F**REQUENTLY WE HEAR STUDENTS COMPLAIN about things that the principal or the council sponsor does in relation to the work of the student council. Most times the gripes are rather mild. Sometime the objections are heated and quite bitter. However, it seems very clear that the reason for most of the complaints is that students do not really understand the role that these two adults must play in council affairs.

Let us take a look at the part each one must take.

The principal's chief function is that of responsible leader of his school. He serves as the representative of the superintendent of schools and of the local board of education. Through administrative channels, he is responsible eventually to the citizens of the school district and to the state government. He is not a free agent to do as he pleases. He must abide by the laws of state and nation. He must conduct his affairs in accord with acceptable professional practice. If he deviates from the mandates of these persons

**DR. WILLIAM S. STERNER**  
*Rutgers University*  
New Brunswick, New Jersey

and organizations, he can be held accountable for his actions. Unknown to students, there are many strings tied to the principal; however, there are limits within which he may act often with considerable discretion.

It is quite proper for the principal to delegate certain powers to the student council—and a council has no power unless he does delegate it. As a council justifies its responsibility for certain areas of authority, it may over the years acquire additional responsibilities. Because some student councils are young in their operation, they must be more restricted than those of greater experience. Councils with great authority have earned their right to this responsibility by conducting their affairs with mature judgment through the years. If a council does something which the principal thinks is inappropriate, he may exert



his veto power on that act of the council. Normally, he will explain in detail why he took the action he did. However, circumstances do not always allow him to do so. Although the policies under which he operates are not rigid and unchanging, he must be certain that the student council stays within bounds.

Because a student council may not do just anything it pleases, it should keep the principal properly informed of all of its activities, especially unusual ones such as exchange assemblies, trips off campus, pep rallies off school property, parades on city streets, or inviting guests into the school. It must be remembered that the student council cannot commit the school, its facilities, or personnel without approval of adults such as the council sponsor and the principal. We are interested in encouraging student participation in the management of school affairs, especially extracurricular activities, not student *self* government. We must have cooperation between students, faculty, and administration in order to achieve many of the ends which the council seeks. On some matters, the principal may have to seek approval from his superiors in order to allow the council to carry out a certain project.

The role of the principal need not be thought of entirely in the negative. He can do much to encourage the council and its program. Whatever the policy, he should try to interpret it in a consistent pattern, to allow the council to experiment within reason, and to provide a fruitful mental and emotional climate for the council and its activities. If he is positively disposed toward the student council, that organization will gain considerable prestige in the eyes of the student body and faculty. The principal can do much to allow time in the school day for council affairs. (Plainfield has a special period in which the sponsor and executive committee members meet.) He can sometimes arrange that facilities are made available for filing cabinets belonging to the council. Maybe even a special room can be provided as in Millburn or an office as in the senior high school in New Brunswick. He can aid the sponsor by providing materials for the teachers' professional library, by allowing time in the sponsor's schedule for council business, and by seeking permission for him to attend the sponsors' workshop at Rutgers in October as well as the November conference of NJAHSC. To attend such affairs, a teacher should *not* be docked any pay; better yet he should be reimbursed for expenses for these trips.

Obviously the principal of the school cannot take direct charge of each activity of the school; therefore he must, of necessity, delegate the immediate sponsorship to a teacher or teachers. As representative of the principal, it is to be expected that the sponsor will upon occasion want to sound out the principal on his policy in certain areas, to convince him that the council has planned a project well so that he will not need to veto it, or to plant the seed of an idea now so that he can harvest it later for council use. He may help to correct small errors before they become big ones, to recommend alternatives that have not been considered and should have been, or to suggest better use of time, facilities, or personnel.

In formal classes, students can learn facts, skills, and attitudes with regard to citizenship; however, citizenship can best be learned through practice in organizations such as the student council. Here, a student has an opportunity to participate intelligently with his peers in the activities of representative democracy, to accept responsibility as a member or officer of a group, to cooperate with others on projects of concern to him, to recognize problems around school and plan for their solution, and to look for some improvement as a result of his efforts. Through it all, he has an opportunity to receive advice from an older, more mature, member of the group—the teacher-sponsor who has been assigned to work with the group by the principal.

This sponsor must be able to let students carry on the business of the student council even though it is quite obvious to many that he could do the job better himself. Instead of bossing others around, he must exemplify the quality of selflessness. He must be well informed yet not answer all the questions of students. He must be alert and on his toes yet not dominate the show. He must be willing to give much of his leisure time to council activities. He must be a participating member of the group yet see his suggestions bypassed upon occasion. He must be able to take it as well as dish it out. In student council work, unlike classroom situations, the major emphasis is not on acquiring subject matter but rather on learning together to perform many tasks. The desired outcome of a good council is measured not only in good projects but also by the democratic fashion in which the projects are carried out. Sometimes the best work of the sponsor is done behind the scenes in committees, meetings, etc., where his contribution gains little public attention.



Probably the role of the sponsor should be broken down into several categories: planner, consultant, adviser, evaluator, and teacher. How does he carry on each function as a council sponsor? Let us look briefly at each role.

As a planner, the council sponsor helps the student group set its goals without needless verbalization. He tries to get the council off to a good start each fall by not allowing the pupils too much freedom in the beginning. At first there is the danger that he may appear to dominate the group. He needs to give direction to the group in accordance with his judgment of the nature of the new working group this year, the previous experience of its members in the work of the council or similar organizations, the maturity level of the students, school policy on such matters, community pressures, etc. He should help students get acquainted with each other as individuals in order to encourage wide participation, a sense of belongingness, and a spirit of friendliness. He should aid students in making suggestions to initiate new projects for council consideration by avoiding hasty comments on the worth or quality of such recommendations. He should keep in touch with the work of small groups such as the executive committee and key committees in order to help them plan wisely. He should encourage students to use resource materials such as books and magazines, a procedure book on past activities, and the permanent files of the organization. In general, he should insure that the group plans adequately but not in excessive detail.

As a consultant, the sponsor should help students to find answers but he need not answer the questions directly. He should suggest or aid the students with ideas, not do the job for them. In general he should help clarify points or suggest procedure many times on invitation of the students involved.

As an adviser, the sponsor can often help to mold attitudes and character of students. The informality of many student council activities makes it possible for student and sponsor to get quite well acquainted on a personal basis. Often the sponsor can build confidence and trust in the students whom he gets to know well through council work. As long as he adheres to policies of honesty and sincerity, he may become a friend to many students, a person on whom a student can rely regardless of what happens.

As an evaluator, the sponsor is concerned with the process as well as the product of the council.

He is often in a better position than the students to ascertain how well the council is getting along. He can observe discussion in committee sessions and general meetings. He can concern himself with techniques employed by members or officers of the council while the students are often concerned with the results only. He can watch the human relations aspects of council work. Are the rights of individuals being properly respected? He can help to bring out the shy or retiring student. He can try to prevent the selfish one from throwing a monkey wrench into the work of the council. He can attempt to direct the aggressive individual to constructive action. He can try to utilize special talents of council members or non-members on particular projects. He can try to prevent unfair treatment of minority groups, those from the wrong side of the tracks, persons of unfavored economic groups, etc. He can attempt to draw into council affairs the new student in the school.

As a teacher, the sponsor is often concerned with leadership training in one form or another. He can help students preside at meetings, or keep records of minutes or financial accounts. He can assist students to develop skills necessary to work in groups. He can help the group to identify and solve problems, to communicate effectively in oral discussions, committee reports, and the like. He can encourage the practice of democratic living and of parliamentary procedure. Upon occasion he may need to be a bit authoritarian especially if discipline needs to be handed out.

Finally, it should be noted that the sponsor is a member of a school faculty, and as such, he must be considerate of his colleagues. He may need to plead the case of the student council before his colleagues in faculty meetings. He may need to resolve conflicts between the council and other school organizations. He may need to foresee chaos, inconvenience, or disturbance of other teachers if certain council projects are undertaken. Therefore, he will very likely be firm in his insistence that students keep him adequately informed of all council projects.

As you can see the sponsor and principal in your school are in key positions to help council members accomplish much of value. It helps if all parties concerned are kept reasonably well informed with the activities of the others. If co-operation is the keynote of council activities in your school much conflict and confusion can be avoided. Be frank, open, and above-board and solid achievement will come.

## Better Understanding Through a Student Exchange Program

JOHN F. YON

*The Pennsylvania State University  
University Park, Pennsylvania*

An interesting project was conducted by the Altoona Senior High School Student Council last school year when its members arranged for and carried out student exchanges with three other high schools in Pennsylvania. The purpose of the program was three-fold: (1) To give Altoona students an insight into the operation of other schools of similar size and make-up; (2) To enable students to gain ideas that would improve their own school systems; and (3) To create a better understanding among students of various schools and communities.

The exchanges were arranged for two-day periods so that the students might stay overnight in the visited area and have a better taste of life in the community. The plan of the exchanges called for a group of students from the Altoona High School to spend a two-day period attending classes and living in the homes of students in other high schools interested in participating in the program. A group from the second school had a similar experience at the same time in the classrooms of the Altoona High School. Student Council members arranged for visiting students to follow daily schedules similar to those carried normally in their home schools.

To lend direction to the observations made by student visitors, an observation sheet was worked out by Council members. In addition to visiting classes students looked into the social affairs of the school, the student government, cafeteria operation, assembly programming, the school day organization, and the sports and club programs.

Upon returning to their home high schools the visiting students made reports to their own student bodies, either by way of the council members or by using the public address system to reach the total student body. Participating students felt that the program had had definite value in helping them to understand the total educational picture and in realizing the goals set up for the venture. It gave these students a better insight into the life and activities of other American secondary

schools. Moreover, ideas for improvement of certain phases of the school program were gained as students exchanged thinking about various practices and got to know one another's school problems.

## What About the Use of Oxygen for High School Athletes?

Because of the publicity given the inhalation of oxygen by the U.S. hockey team at the Winter Olympic Games and because of its use by a scattered few Illinois high school basketball teams during the past season, the State Office has received several inquiries about the use of concentrated oxygen by high school athletes. Usually these questions have taken one or more of these forms: (1) Is the use of administered oxygen contrary to the rules of the IHSA or to the code of rules governing any sport? (2) Does it have any proved value? (3) Is it harmful?

The answer to the first question is negative. There is no existing rule against the use of oxygen. The answer to the second and third question is summarized in a statement which appears in a booklet "Tips on Athletic Training," published by the National Federation in cooperation with the American Medical Association and reads as follows:

"Oxygen, as an agent for improving athletic performance, has no clear-cut type of scientific evidence to support its use. Anticipation of help from oxygen may encourage the athlete to exert himself beyond the limits he has learned to respect from instinct and experience. When oxygen is used indiscriminately, it may even have harmful effects."

A further statement from an AMA official reveals that the oxygen which the blood stream can absorb is limited and that the amount needed is ordinarily provided by the normally increased breathing rate which comes from sustained exercise. Consequently, any excess oxygen which may be inhaled is usually exhaled with the next breath.

It would, therefore, seem that providing oxygen for athletes is probably a wasteful process. Furthermore, if administered, wisdom would dictate that this should be done only at the direction and under the supervision of a competent physician.—*The Illinois Interscholastic.*

*Probably in every community there are still a few individuals who are entirely out of sympathy with modern educational ideals, materials and methods; and more than a few who are partially so. What to do?*

## The Smith Myth

(or "The Tortuous Tale of the Treasurer's Tractor")

THIS IS THE STORY of how an inept school teacher tried to convince an irate rancher that his son should be allowed to assume the duties of Student Body Treasurer in his high school. Mr. Smith wanted his son to quit school and work on the ranch. Jim wanted to continue his schooling. What the teacher wanted and what he got forms the plot of the story. A contrived experience, the action more or less repeats what happened a year previously when Jim first decided to become active in the school's extra-curricular program.

Because of the literary device employed (if it is literary), no footnotes are used and the sources of information are not documented.

\* \* \*

After thanking Mr. Smith for consenting to see me I suggested that his decision a year ago to let Jim participate in our school's Future Farmer program had paid big dividends to the ranch and to the boy himself. Mr. Smith (somewhat grudgingly) admitted that "a couple of those new-fangled ideas" the boy had picked up in F.F.A. work had "saved me a little money." Then, seemingly fearful that he might be admitting that education has some merit after all, he launched into a sulphurous tirade against the schools. Having listened to the theme the year before when we discussed Jim's proposed entry into Future Farmer activity I was able to weather the storm without too much difficulty. It was the number one tune on brother Smith's personal hit parade: "All this cuttin' up frogs an' readin' them old fogies that's been dead a hundred years and learnin' dates that don't mean a blank to nobody—it's all a bunch of so-and-so nonsense. Look at me. I never went no farther'n the fourth grade an' I got the best such-and-such ranch in the censored-censored valley. An' you know how I got it? Work, that's how! Just plain WORK!"

Then he added a new variation to the theme: "I figger it's time the boy's quittin' all this foolin' around. He's gettin' to be a man and he oughta be takin' on some o' the responsibilities o' bein' a aye-dult."

That's where he made his mistake. He didn't

**WILLIAM S. LINN**  
*Yerington High School*  
Yerington, Nevada

know it, but I had him.

I agreed most heartily that Jim indeed was becoming an "aye-dult." Then (somewhat timidly, I'm ashamed to confess) I suggested that the whole idea behind Jim's school attendance was to prepare him to take his place as a mature (I said "grown-up") person in an adult world—a world in which he would, as his dad had just said, undertake responsibilities.

There being no comment from Mr. Smith, I became a bit more bold and said that the boy's success in assuming responsibility in F.F.A. probably had something to do with his election to the job of student body treasurer for the coming year. He had proved himself and his peers (I said "friends") had rewarded him with increased responsibility.

Having done some "boning up" on the subject of the student council, I undertook to make my pitch, hoping to get it all in before he had a chance to interrupt me. It didn't work out that way, but at least I tried.

Knowing I would get nowhere by talking about what Jim's student council activity would do for the school, and knowing also that I could hit the old boy right where he lived, I started to talk about money. (Some of our local character assassins have stated that the only book Mr. Smith ever reads is his bank book. From the appearance of his ranch, it must provide good reading.) I expressed the opinion that Jim's handling of the student body's funds would make him more competent to deal with the financial aspects of ranch administration when it came time for him to do so. (To wit: "You're a self-made man, Mr. Smith, and your ranch is one of the best producers in the area and certainly one of the show-places of this valley. Some day it will belong to Jim and any experience he has handling money now will stand him in good stead when he's responsible for carrying on what you've built up so well through all these years." No comment

from my hearer, which surprised me, as Damon Runyon used to say, "more than somewhat."

Mr. Smith, in his pre-crotchety days, had served briefly as a member of the irrigation district's board of water commissioners, so I used this fact as a jumping-off place to point out that Jim's experience as a student council member would be valuable if he were ever elected to public office, not an impossibility in view of his father's "splendid record of public service." (I asked the good Lord's forgiveness when I said this. Jim's chances of ever being named to any office will depend on how soon the community forgets that Mr. Smith sired him.) I was about to paint a glowing picture of Jim as a county commissioner, assemblyman, congressman, and even president, when I remembered that Mr. Smith placed all politicians in the same category with school teachers: "blank fools who never did a honest day's work in their life." I did mention though how the council experience could help Jim become more self-reliant, dependable, cooperative and how it would increase his self-confidence. As a result he would be better able to make decisions on his own. That last item brought forth a remark from the rancher, his first comment in five minutes—a remarkable thing in itself.

"Them such-and-such kids ain't old enough to decide things for themselves. They ain't growed up enough. Besides, old X (the principal) is responsible for everything that goes on in that blankety-blank brain factory anyways." (Could it be that Mr. Smith, while seeking the one place where men don't usually associate with women, had wandered into an "extracurricular activities" classroom by mistake? I must inquire about this.)

That gave me a chance to agree with him (up to a point) and I said that was precisely why the principal retained the power to veto any council decisions. The old boy seemed somewhat mollified and for a minute I thought I'd convinced him. Then he said, "I still think the boy ought to be here workin'. It's time he quit foolin' around and started to make an honest livin'."

This was critical because it meant not only that Jim wouldn't be allowed to serve on the student council, but also that he would have to drop out of school during his senior year—a tragedy in light of what he had accomplished despite parental opposition. So I shot my final bolt.

"Mr. Smith," I said, "do you think that Jim is just an average youngster, a sort of run-of-the-

mill kid who'll plod along through life—or do you think he can really amount to something?"

"He blank well better amount to somethin'. He ain't no kid o' mine if he can't do as good or better'n me."

I'm not above borrowing a handy phrase if I can use it to good advantage and this seemed an appropriate time to quote brother Smith.

"Then you blank well better let him finish high school because you know what? (impressive pause, pointed finger, drawn breath, hunched shoulders and all the rest) the *average* high school student doesn't graduate. He hasn't got what it takes; he's a quitter. He just folds up his tent like the Arab and silently steals away." (My only excuse for the detour into literacy was that I was getting hot under the collar. So was Mr. Smith.)

The old boy swelled up like a pouter pigeon, quivered like the earthquake we had the other morning, wiggled a finger under my nose and said, "Listen mister; I don't know nothin' 'bout no Aye-rabs, but ain't nobody goin' to call my kid a quitter. You hear me?"

I had him—and again I borrowed his phrase: "You're absolutely right, Mr. Smith. Ain't nobody goin' to call your boy a quitter. Since he's your son, how could he be a quitter?"

The old fellow melted like a misplaced ice cream cone on a hot day. For a minute he was silent. Then he stuck a dirty finger under his dirty collar like it was choking him, pawed the ground with a dirty shoe and said, with a half-apologetic grin, "I gotta go fix a busted tractor."

Two weeks ago Jim (after a year of fine service on the Student Council) graduated with distinction. The occasion produced a near miracle when it brought his father into the school building for the first time. It produced a real miracle when the principal read Jim's name as the recipient of an agricultural scholarship to the state university and the old man sat there and cried like a baby.

I'm writing this in the faculty room at our high school. When I pause occasionally (in search of an appropriate phrase or the proper punctuation mark) and look out the window, I see some of the vocational agriculture boys at work behind the shop building. They're repairing a tractor one of our valley ranchers presented as a gift to the school the other day.

Apparently Mr. Smith hadn't been able to fix it.



*Shop classes usually build furniture, gadgets, birdhouses, feeders, boats and other things inside their classrooms. Here is an interesting account of how students designed, financed, built, and equipped a real house—right outside their classroom door—ready to be moved to its permanent site.*

## We Build a Real House

**S**TUDENTS AT HEBERT HIGH SCHOOL, Beaumont, Texas, have completed a unique project in which some 75 of them gained experience in arts and skills that the faculty hope will enable these Negro students to earn a living at something more remunerative than delivery, yard or domestic work.

The students of Hebert High have built a house from the ground—and the blueprint—up.

Completed in March, 1960, this was the fourth such house built at Hebert, but the first built by this particular group of students.

It appears that the project is accomplishing its purpose, at least in some measure. In the words of Samuel M. Peterson, the young mechanical drawing teacher who supervised design of the house, "Four boys who have participated previously in this course have gone into contracting on their own. At least one has been quite exceptionally successful."

Emzy Downing, head of the vocational carpentry department at Hebert and himself a former contractor, originally dreamed up the idea of this major project.

After deciding that such an undertaking would be worth while, Downing ran into the first obvious obstacle: lack of money. His departmental budget would allow something a little less ambitious; say, bookshelves for example.

Having no funds available with which to finance the building of a house, Downing approached Harvey Warren of Beaumont's Warren Brothers Lumber Company with an unusual proposition. Downing suggested that Warren provide him with building materials, whatever might be needed to build a small house. Downing and his students would provide the labor and a house would be built. Then the house would be turned over to Warren Brothers, and the Lumber company could sell the house.

This arrangement has worked out to the satisfaction of both parties. Downing's students get materials on which to practice skills in design, carpentry and building trades management. They get these materials free, and build the house on the campus right at their classroom door.

**W. D. NORWOOD, JR.**  
Beaumont, Texas

The Warren Brothers, on the other hand, get a house built without labor cost. Even though their capital is "tied up" for a considerable period of time and some of the carpentry is a bit amateurish, Warren Brothers can sell the house for a little greater margin of profit than would be possible on an equivalent house built by professional labor.

Mr. Warren points out a few problems in this type of arrangement from the lumber dealer's point of view. Primary among these is the major difficulty imposed by the necessity of building the house on campus. When the house is sold, it must be moved to a lot. House-moving is itself a major task. In addition, the necessity of moving the house requires installation of plumbing pipes on the exterior after the move.

Warren says that his primary purpose in co-operating with Hebert is to help "give the kids some experience," but he also says that he "comes out a little ahead financially."

Certainly Warren comes out ahead in regard to his public relations, and businessmen throughout the country have a growing respect for the importance of public relations.

Any teacher approaching a lumber dealer to sell him on a Hebert-Warren Brothers type arrangement could also point out a certain advertising benefit to the dealer. Boys trained under this program who later become contractors are quite familiar with Warren's stock of merchandise.

Incidentally, Warren helps train the students in the ways of business by making them "sign for" materials as they pick up lumber, paint, nails, etc. He protects himself from liability for injury by having the school sign that it will be liable for student injury, should any occur on the project.

Girls haven't been left out of this house-building operation. Under the direction of Julia Levy, co-chairman of Hebert's homemaking department, Hebert coeds refurbished junked furniture for the house, decorated the interior, and made drapes.





House Built by Students at Hebert High

The making of drapes requires material, of course. Here again, the lack of money has not been allowed to obstruct the project. Sears, Roebuck & Company's Beaumont store provides cloth which the girls turn into drapes. The drapes are later sold (with the house if the buyer wants them) for the wholesale cost of the material and Sears is paid this amount.

This latest house to be completed is a four-room rectangular frame structure with outside dimensions of 38'x26'. According to Mr. Peterson, this size was selected because of the fact that houses in this price bracket (about \$4,000) are often put on 40-foot lots.

Birch paneling "dresses up" the kitchen of this house. Other interior walls are sheetrock, painted by the students in a variety of pastels. The house has a composition roof.

Bedrooms in the house are larger than those provided by many \$14,000 and \$15,000 residences in the area. Architecture of the building provides a method of getting to the bathroom from any other room without passing through other living areas. The student designers of the house provide plenty of closet space.

Faculty members state that they are on the lookout for other projects which will give the students practice in areas not covered by this house-building. Because of the necessity of moving the house, students are not able to get practice in electrical wiring, to give one example. Other type projects would broaden the already excellent course provided by Hebert High.

In order to call attention to the Hebert House, and in the hope of stimulating thinking along the line of other valuable projects, considerable publicity has been obtained locally. The local newspaper carried a feature story on the house. The superintendent of the South Park Independent

School District, of which Hebert is a part, cut a ribbon to start an Open House during Texas Public School Week.

Negro students are limited in their opportunities unless they do develop specific skills. Hebert High's vocational program has already helped some boys, who might otherwise have become delivery boys, to become independent contractors. Programs like this one at Hebert can do a great deal toward improving the economic lot of the Negro people.

It would seem that projects of this nature might be of value to students of any school, but particularly to one in which the student body is predominantly of the "working class."

## Survey of State Activities Associations

Last year the Kansas High School Activities Association made a national survey of the organization and control of state high school activity associations.

Following are the results of this survey:

1. Does your Association have a full-time executive secretary?  
Yes 36      No 9
2. Do you supervise activities other than athletics?  
Yes 24      No 22
3. Are you required to make reports (financial or otherwise) to your State Department of Public Instruction?  
Yes 2      No 73
4. Is your Association under the supervision of the State Department of Public Instruction in any way?  
Yes 4      No 41  
Note: Of the 4 states answering "yes" to this question only one has a full-time executive officer.
5. Do you have any lay representation on your governing body?  
Yes 10      No 35
6. Does your State Department of Public Instruction have authority to approve or disapprove regulations passed by your governing body?  
Yes 6      No 39
7. Is the State Superintendent of Public Instruction in your state elected or appointed?  
Elected 21      Appointed 24

# ASSEMBLY PROGRAMS

for November

## THE UNITED STATES FLAG

The subject of the flag of the United States is a timely one, especially after the admission of two new states and the flag's having been changed. More important than that, however, is the fact that many school children are negligent in showing the proper respect to the flag. Every school has a flag displayed and in many of these the children are responsible for the raising and lowering of that flag.

A very interesting and worth-while unit may be developed around the study of the national flag. With the help of history books and encyclopedias a vast store of knowledge and interesting facts may be accumulated. All of this material can be used in the school's assembly programs.

Some of the topics that can be presented are the following:

1. Meaning of the colors of the flag.
2. Popular names of the flag.
3. Size, shape and making of the flag.
4. How to display and honor the flag.
5. How the United States flag is displayed with other flags.
6. How to salute.
7. Saluting the national anthem.
8. How to care for the flag.
9. When the flag is carried.
10. Saying the pledge to the flag.
11. When the flag is flown at half mast.
12. When and how used on automobiles.
13. How used covering a casket.
14. Improper usages of the flag.
15. How worn-out flags are disposed of.

Exhibitions and explanations of historic flags, dramatizations in both playlets and in pantomime, and demonstrations of proper usages and procedures, can be easily and effectively presented. Such organizations as the American Legion, Veterans of Foreign Wars, and Daughters of the American Revolution, will be glad to assist in providing material and developing proper presentations.—Margaret H. Nicolls, Lordsburg, New Mexico.

## "FAMILY DINNER" ASSEMBLY PROGRAM

The Stewart Indian School is a boarding school for students of Indian ancestry only. The average enrollment is from 600 to 650 boys and girls from the seventh grade through high school. Many of these students are from isolated areas and live

under quite primitive circumstances. The Navaho are the most primitive, having lived all of their lives on the dry mesas of Arizona and New Mexico, in mud covered hogans (houses) with dirt floors, and a centered fireplace, the smoke escaping through a hole in the top of the beehive-like structure. On this fireplace they cook during the winter months and during the summer they cook outside on a open grill.

The utensils used for cooking usually consist of a butcher or hunting knife, stew-pot, coffee pot and a spoon. Their eating tools are ten fingers and I must say they have done quite well for the last seven hundred years, since their arrival in the southwest from Alaska. In this arid region water is a problem; it is hauled from two to three miles in barrels, so it is not wasted washing dishes, hands, teeth, etc.

Proper table manners are something most of us take for granted, but they are a problem, a real problem, for these boys and girls to learn and to understand. The "Family Dinner" is the result of this very vital need in preparing these students to go out into the non-Indian world. The family dinner is served each week to a different home room class at special tables set aside for this purpose in the student dining hall. A teacher from the home economics department is assigned to this program as a supervisor and monitor.

To introduce and acquaint the entire student body with this program, a "Family Dinner" is put on each fall by different departments within the school. My home room class had the first assembly program last fall and built it around this theme.

The class discussed the purposes of this program, why good table manners and courtesy are assets, in fact, necessities, for every student to know when he or she leaves the Stewart Indian School. We made our plans together, with every student participating. The committees selected by the students were the following: the table and chair, dishes and silverware, decoration, food, and clean-up. The secretary of the class wrote the invitations and the place cards which were designed and made in class.

As an audio-visual feature a six-by-four foot plywood facsimile of the table, covered with white crepe paper, was placed near the stage where the audience could see it. A table setting for six was stapled to the board. The plates, saucers, and cups

were painted black with red and white borders. The knives, forks and spoons were painted silver. One of the students acted as moderator using the public address system to explain the actions and demonstrations on the stage. Each operation from placing the table cloth on the table to serving the guests was explained.

The action was as follows: The "Mother" or hostess greets the guests and makes them feel welcome. When dinner is served the hostess enters the dining room first and directs seating of the guests. The hostess sits down first. The "Father" or host says Grace. The "Father" serves the food and indicates for whom the plate is intended; the first plate goes to the "Mother," and the next to the guest, after which the children are served.

The hostess starts eating first, the others follow her signal and also begin eating.

The "Father" shares with the "Mother" the responsibility for successful table conversation. "Mother" or "Father" introduces guests to all the family members. "Mother" assumes responsibility for table conversation while "Father" is serving.

"Mother" is always the first to take a second serving. She takes a second serving of something in order that the guests and the rest of the family feel free to be served again. After dinner the clean-up committee takes over, clears the table, and folds the tablecloth and napkins. Table, chairs, dishes and silverware are then returned to the school dining room. The decorations are removed and the stage left clean for the next assembly.

Real food was brought from the school kitchen in containers designed to keep it warm. Each student, as he or she entered the auditorium, was handed a mimeographed sheet listing twenty-five important facts to remember when one thinks of good table manners. The easily understood suggestions, which were very suitable for our purpose, were compiled by the staff of the home economics department.—Frederick W. Forbusch,

Stewart Indian School, Stewart, Nevada.

(Editorial note: Here is a program which could be profitably initiated by students in almost any type of school or assembly setting.)

### SAFE DRIVING

It is reasonable to expect that the majority of students will be driving cars in the near future and that some of them will be involved in accidents. Hence, an assembly program built around this topic is a perfectly appropriate school activity.

This program can be organized, promoted, and presented by the driver education students with the cooperation of local traffic police, State Patrol, automobile insurance agents, car dealers, and operators of wrecked car lots, all of whom will be glad to participate. Parents will not only be encouraged but requested to attend.

This program is held outside the school building in the parking lot. The driver education car is used in a contest between a boy and girl. This contest consists of trying to stop a car going 25 miles per hour in the shortest time after receiving a signal. This event will prove that it takes considerable road space to stop a car and that "stopping on a dime" is not possible.

The State Highway Patrol will have (at our request) made an inspection of all the cars in the parking lot prior to the program and a member of this organization will now report on the results—the number of cars that passed or failed the safety examination and the reasons for failure.

Several wrecked cars are displayed and described. Best results are obtained if these cars were wrecked by teenagers. This has the effect of making the desired impression on the minds of the students that accidents can actually happen to them.

The Highway Patrol gives a brief talk stressing the importance of safety.

Insurance company statistics will have been prepared by the driver education students and are now distributed. These statistics emphasize how much more it costs for insurance for a teenager and WHY. Also, they show the number of teenagers in accidents—number of killed, crippled for life, and injured in the past 5 years.

The local car dealers show the latest safety devices engineered by the various manufacturers and demonstrate how they work.

It might be said that this is a "scare" program but that is what is needed. Other safety programs have not proved too effective as witnessed by new records in death totals, rising insurance costs, increase in number of accidents, and the present great demand for more effective driver education. This program stresses the need for careful, thoughtful, and safe driving by teenagers.—Phillip Coffin, University of Nevada, Reno, Nevada.

### GUIDANCE BOOKS

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### A PROGRAM ON ANY ATHLETIC SPORT

An interesting and profitable assembly program can be easily built around football, basketball, baseball, track, tennis, golf, swimming, hockey, or any other sport. To be most effective the program should, of course, be presented during the appropriate season.

The presenters are the coaches, officials, players, and managers who discuss, describe, demonstrate, and exhibit. Many motion pictures and slides are available for such use. Because of its experience, the dramatic club can be of great help in staging the program.

Such topics as the following are appropriate:

History and development of the game; early materials, equipment, and plays

Rules of the sport

Playing field, area, or setting

Materials and equipment used; source, cost, care of, etc.

Commonly used plays, procedures, and practices

Good form in the various phases of the activity  
How to train, condition and practice for this sport

Traditional formal practices, courtesy, and sportsmanship

Some great players and their records

The place of this sport in our own and other countries.

Although, because of its variety in materials and methods of presentation, this type of program will always be intriguing, there is also the danger that it will be too long and that in some phases, such as formal rules, it may become tedious. Consequently, timed dress rehearsals are absolutely necessary.—Jack Gilbert, Reno, Nevada.

### AN ELEMENTARY SCHOOL STUDENT COUNCIL ASSEMBLY

The purposes of this program were to (1) introduce council members, officers, and sponsor, (2) demonstrate student council meeting procedures, and (3) accept a fifty-star flag from the mayor of the city.

The setting showed the council seated around a table as if in regular business session. The president announced the various numbers which were as follows:

Presentation of the Colors—Cub Scout Troop No. 104

Introduction of council members, officers, and sponsor

Demonstration of a council meeting concerning bicycle parking

Piano solo—fifth grade girl

Vocal solo, with guitar accompaniment—fourth grade boy

Presentation of the new flag—Mayor of Las Vegas

Acceptance of the new flag—council president  
Group singing by the entire assembly

Dismissal—council president.

—Fay Herron, Principal,

Mt. View School, Las Vegas, Nevada

### FIRST AID AT A CAR ACCIDENT

This program is a direct outgrowth of a health and first aid class. It can be sponsored by the G.R.A., Girls' Recreation Association, the G.A.A., Girls' Athletic Association, the W.A.A., Women's Athletic Association, or the Physical Education and Health classes.

The topic of the program is to give and receive aid. The following situation is described first.

1. You are riding in a car.

2. Another automobile has struck a power pole.

3. You are the first to come upon the scene of the accident.

4. One person is lying on the ground unconscious.

5. Wire from the power pole is hanging over the car.

6. What would you do?

The program is conducted as follows:

Moderator: This is a beautiful, sunny day in early summer with excellent visibility. The well-surfaced road we are traveling on is perfectly straight for some five miles. Do you know that a great many accidents happen in just such places and on such days as this? The National Safety Council attributes this to the fact that either the driver becomes drowsy and falls asleep or becomes careless because the driving conditions are so good. There is a car about a mile ahead, traveling approximately sixty miles an hour.

(Record of automobile traveling, climaxed by crashing sound.)

CURTAIN

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Scene of simulated automobile wreck. Car upset and lying against large pole with several strands of wire across the car. Man lying center stage unconscious. Record of car slowing down, stopping, and doors shutting. Three people enter. Alice: I knew the minute I saw him start to weave that he couldn't hold the car on the road.

Joan and Gail: Oh, what will we do?

Alice: Don't panic, kids. We have things to do.

Gail: I know. There is a service station back there a couple of miles. Let's all go back and get help.

Moderator: The three girls stopped at the scene of the accident in compliance with the law which states that the first car to come upon the scene of an accident must stop. Of the three girls: Alice, Gail and Joan, only Alice knows first aid.

Alice: (Kneeling beside the prone person, takes his pulse). Well, he isn't dead. Gail, you go back to the service station, and call the police. Tell them where the accident is and that I'm giving first aid. This fellow has a bad bump and cut on his head. I don't want to leave him so before you go, please bring my first aid kit over here. Lucky that I was asked to give a first aid demonstration for mother's club this afternoon or I might not have it. Another thing. After you call the police, call the power company and ask them to shut off the power out here. (Gail goes off-stage, returns with first aid kit.) Remember, call the police, not a doctor or an ambulance.

Moderator: The police should be called and not a doctor. If a doctor is called, the person calling can be held responsible for medical expenses.

(Gail goes off-stage. Record of car door shutting, motor starting, car fade-out.)

Joan: What are we going to do?

Alice: First of all we'll put a pressure bandage on this fellow's head (As she does this she explains how to apply, and the reason for applying the pressure bandage.) Since there is a possibility he has a concussion, let's try to bring that big rock over here to put his feet on. (Move rock, and lift boy's feet on it.)

(Record of car, doors shut, four people come on-stage and crowd around Alice and start over to the wrecked car.)

Alice: Please don't come so close, and don't touch that car! With all that hot wire on it, it might have an electric current strong enough to kill you.

First Person: Let's bundle him up and take him to a hospital.

Alice: Absolutely not! That might kill him. We don't know what's the matter with him.

Second Person: Don't you think he ought to have a drink of water?

Alice: If we gave him one, it might choke him to death. Never give an unconscious person liquid. Do one of you happen to have a blanket in the car?

(Third Person goes off-stage and brings back a blanket.)

Alice: (Putting the blanket over the injured man) This will help to preserve the body heat and help to prevent shock. My first aid instructor says that shock is one of the main killers in accidents.

Fourth Person: His arm sure looks funny. Do you think he broke it?

Alice: I really don't know. In first aid, we don't diagnose. But his arm is lying at a peculiar angle, and if I put a splint on it, it will do no harm. (With Joan's help, Alice puts a splint on the boy's arm, explaining what she is doing as she proceeds with the splinting.)

(Fade in car. Car door shuts. Gail enters.)

Gail: The police are on their way.

(Fade in siren. Car doors shut. Enter police.)

(Fade in second siren. Car doors shut. Enter ambulance attendants. They walk over to unconscious man and bend over him.)

First Attendant: Looks to me like you have given this man pretty good first aid treatment.

Alice: Thanks. But Gail and Joan deserve credit, too. Gail telephoned the police and Joan helped.

Gail: I called the power company, too, Alice, and they said that they would be right out to take care of the wire that's down.

Second Attendant: Let's get him to the hospital right away.

#### CURTAIN

Moderator: In case of accident, please remember all these points. Everyone of them is important.

1. Don't panic.
2. Take account of what has happened.
3. Call police.
4. Stop bleeding first.
5. Keep spectators away.
6. Don't move injured person unless it is vital.
7. Don't give liquid to an unconscious person.
8. Cover the injured person and elevate the feet to help prevent shock.
9. Don't diagnose.

If desired, following the skit, there can be a period of questions from the audience which the actors in the skit will answer.—Penny Molineux, Mineral County High School, Hawthorne, Nevada.



# News Notes and Comments

## Umpires Receive Promotions

A total of 27 baseball umpires, registered with IHSA and eligible for promotion, availed themselves of the opportunity of writing a supervised baseball rules examination recently.

Of these diligent "boys in blue," 23 were advanced to a higher rating, 12 being promoted to RECOGNIZED rank and 10 to the highest or CERTIFIED rating.

Promotion is based upon (1) examination grades, (2) ratings by schools, (3) important games worked, (4) number of years of service, and (5) attendance at rules meetings.—The Illinois Interscholastic.

## Are Science Fairs Worth While?

Summarizing a report of the consensus among 250 leading science educators in "Nations Schools" (February, 1960), Glenn Bough raises a question about science fairs. It is well to ask, says the report, how well they interpret the purposes of the science education or the program of the schools.

They should be, insofar as possible an outgrowth of the outgoing science program. Emphasis should not be directed to the giving of prizes and awards. There should be many group projects which show the work of a class study as well as some individual exhibits.

Small fairs, confined to individual schools, are recommended, but administrators, parents and others should be urged not to evaluate the school science program on the basis of what they see at a science fair.

## Your Turn? Why Not?

Last summer 340 high school teachers from 49 states attended summer sessions in 45 different colleges and universities as "Fellows in Journalism." These awards were made by The Newspaper Fund, Inc., supported by The Wall Street Journal, and totaled approximately \$160,000.

For the first summer of the awards, 1959, 151 teachers were selected from 476 applicants. The 340 of the 1960 session were selected from 850 applicants.

Your turn next summer? Why not?

This year the TSSAA and the Tennessee State Medical Association again sponsored a series of Athletic Injury Clinics. These were held at Mem-

phis, Jackson, Nashville, Chattanooga, Knoxville, and Johnson City. A coach or physical educator acted as chairman of each event, with a physician as co-chairman.

## Thousands of Them

Literally thousands of high school journalists and advisers attended state workshops last spring and summer—not including those who attended the events held by the great high school publications associations. To illustrate with a few—Michigan, 1400; Indiana, 750; Maryland, 967; Illinois, 1000; Missouri, 760; Oklahoma, Kansas, Arkansas (Tulsa), 600.

## You Eligible?

The twentieth annual Science Talent Search is open to seniors of 1961. The prizes are a trip to Washington, a share in the \$34,250 Westinghouse Scholarships and Awards, and a recommendation for admission and support in college.

Three requirements are set: (1) a 1000-word report on "My Scientific Project"; (2) an ability examination (in December), and (3) personal information to be sent in with the report and examination papers.

For more information see your science teacher or write Science Clubs of America, 1719 N Street, N. W., Washington 6, D. C.

## A Preview of College Life

High school students who attended the two three-week speech workshops held during the past summer at Northern Illinois University received a preview of college life, in addition to instruction in oral communication.

## Boys' Club Stamps

A four-cent commemorative multicolor stamp honoring the 100th anniversary of the Boy's Clubs of America will be issued in mid-1960. The initial print order will be for 120 million stamps.

The boys' club movement began in the 1860s in Hartford, Conn. In 1906 some 50 such clubs joined together to form a national organization, and in 1956 the movement was chartered by Congress.

Today there are 542 boys' clubs serving more than a half million boys, and a new club is being

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50"	7.80	7.90	8.55	8.75	12.65
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established every two weeks. The clubs' alumni are estimated at more than 10 million.

### Teens and TV

"Adolescents are not devoid of taste and do not prefer blood and thunder, sex, puerility, and other unsavory television fare to good, solid, worthwhile stuff."

So reports E. H. Matheson, a Bingham (Me.) high school teacher—who believed it all along—after a student TV evaluation project, reported in the **National Parent-Teacher**.

Using the PTA's television evaluations for his starting point, Mr. Matheson asked his civics class to imagine themselves as parents and to evaluate 12 programs on the following basis: four stars, excellent for children; three stars, very good; two, tolerable; one, a show you'd let your children view though you'd rather they didn't; and no, a show you wouldn't let your children see.

"Father Knows Best," "Lassie," and "Dick Clark" and "American Bandstand" came out on top—as they did in the PTA ratings. "Shock Theater," "Wanted, Dead or Alive," "Howdy Doody," and "Bold Venture," received the lowest student ratings—again in line with the PTA judges.

### Look Who's Talking

The head of the Bartenders' Union in Pittsburgh, Pa., has a word of advice for the school board there—cut out what he calls the 'wasteful frills' in education. Then, he said, it won't be necessary to raise taxes to pay "decent salaries" to teachers. Minimum pay of union bartenders in Pittsburgh is \$4,576 a year, plus tips. Minimum pay for teachers is \$4,000 a year—about \$10 a week less than a bartender makes, not counting tips.—Michigan Education Journal.

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# *How We Do It*

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## **GOOD MANNERS WEEK**

Our "Good Manners Week" was the happy result of a great deal of cooperative planning and working by students and teachers.

The publicity department gave wide and interesting publicity through editorials, feature stories, and posters. The commercial department mimeographed an intriguing booklet, "How Much Etiquette Do You Know?" And the speech department planned and presented an appropriate assembly program.

A number of different kinds of courtesy settings were reflected in these various media—classroom, home, meeting, restaurant, public, party, host and guest, courtesy to strangers, etc.

According to our high school newspaper's weekly poll of student opinion the most important manners to be remembered about the school are to show respect and consideration for the teachers and fellow students at all times.—Joyce Spence, Greenwood High School, Greenwood, Mississippi.

## **THEY SERVE**

The members of the South Pinellas County Junior Red Cross Council carry out an organized program of service at the American Legion Hospital for Crippled Children at St. Petersburg, Florida.

Two volunteers go together, several of these "teams" serving before and after school and on Saturdays and Sundays. These members visit the four wards of the hospital, bringing cheer and help by reading, feeding, making beds, playing games, talking, wheeling, and doing other things. Last year one member worked a total of 350 hours at these activities.

## **UP THE HUDSON**

The annual ninth-grade boat trip up the Hudson River to West Point is a well-established tradition in our school. This trip is available to all ninth graders who have by their general school conduct earned the honor of participating in it.

A special committee of the student council developed a "Boat Trip Behavior Code" which describes the requirements for participation and proper actions during the trip.

Chartered buses take the students from the school to the Hudson River Day Line Pier, over the New Jersey Turnpike, past Newark Airport, through the Lincoln Tunnel, and along the scenic West Side Drive in New York City.

Some of the sights are of the magnificent docked ocean liners, the Cloisters, George Washington Bridge, Palisades, Tappan Zee Bridge, Bear Mountain Bridge, and, of course, the buildings, walks, memorials, and other interesting things at West Point.—Mary Roche, Alexander Hamilton Junior High School, Elizabeth, New Jersey.

## **MEMORIAL LOAN FUND**

Eighteen students have been aided by the Memorial Scholarship Loan Fund established at Edmunds High School, Sumter, South Carolina, following World War II.

Money for this fund (mostly in nickels and dimes) comes wholly from voluntary contributions through a drive which is conducted the first week in May.

Loans are granted on the basis of scholarship and need, and may run up to \$300 for each year the student is in college. The borrower begins to repay the loan one year after he graduates from college. No interest is charged and no endorser is required. Six loans have now been repaid in full. At the present time more than \$4000 is out on loan.

## **A PENALTY FOR TALKING**

The Triton Elote Chapter of the National Honor Society of Rancho High School, Reno, Nevada, recently promoted a Hush Day Dance to raise money to buy awards for its members.

Prior to Hush Day each girl bought tickets from Triton members. The idea was that during this day she would not talk to any boy, irrespective of his insistence or the originality of his approaches. If she did respond she had to give him one of her tickets.

The boy who collected the most tickets was crowned "Mr. Irresistible" at that dance that evening.

## **THE COUNCIL MAKES 'EM COMFORTABLE**

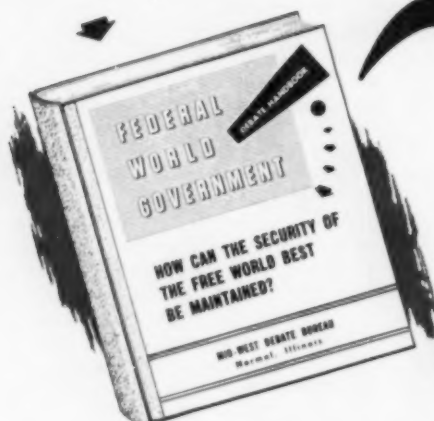
Last spring the Blairsville (Pennsylvania) High School student council used the proceeds of the Faculty-Varsity game to purchase furniture and accessories—sofas, chairs, tables, drapes, etc., for the faculty rooms. Year before last the council used this game's proceeds to buy a whirlpool bath for the students.

## **FHA SPONSORS WHITE CANE DRIVE**

"Help the Blind to Help Themselves." "A Cane of White Means a Loss of Sight." These are the slogans which the FHA used as they sponsored

# DEBATE

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**MID-WEST DEBATE BUREAU**  
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the annual White Cane drive for the Montana Association for the Blind.

All proceeds from this drive go directly to the Montana Association for the Blind which yearly sponsors and directs a five-week summer school for the blind on the campus of Montana State College at Bozeman. Wholehearted support was needed during this White Cane tag day to assure the continuance of this project which is so indispensable to Montana's visually handicapped. All funds raised during White Cane Month stay exclusively in Montana to help blind citizens.—**Copper Glow**, Anaconda Senior High School, Anaconda, Montana.

## A STUDENT-PUBLISHED COMMUNITY PAPER

Trent, South Dakota, a community of 250 people, has not had a community newspaper since 1925. It now has one—"Trentland Arrow"—edited by 17-year-old Roger Christensen who heads the staff of 30 other high school students.

This weekly, eight-page, four-column, duplicated, 9x12 newspaper with its box heads, art

work, electronic pencil photographs, and varied page layouts covers just about everything to be found in large printed daily papers. And it resembles them. It is financed by subscriptions, advertising, and job printing.—**Archie N. Hill**, Trent High School, Trent, South Dakota.

## GIVE BLOOD

East High School, Madison, Wisconsin, is one of the recent additions to the growing number of "18 Clubs" in American high schools. Membership in such a club is attained when the student celebrates his 18th birthday by making a blood donation to the local Red Cross.

## TEA FOR TEACHERS

A number of student organizations, especially student councils, National Honor Societies, Key Clubs, and Service Clubs, now hold a "Faculty Tea" in honor of the teachers. This social event, planned, organized, and handled by the student group, is complete with refreshments, decorations, music, entertainment, and games.

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## Among The Books

**THE THIRD CURRICULUM**, by Robert W. Frederick, 1959. Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1, New York.

This attractively bound, 41-chapter, 454-page book is based upon and concerned with extra-curricular activities, which the author describes as the "third curriculum." His "first" and "second" curricula are "required or general" and "elective or special."

Part I, "The Nature and Function of Student Activities" (142 pages)—the best section of the book—deals largely with educational objectives and the history, philosophy, psychology, definitions, functions, principles and place in the school of activities. Included is a good chapter on "evaluation"—the weakest part of the entire extracurricular activity program. This section is well documented and pretty scholarly.

Part II, "Managing the Activity Program" (139 pages) includes discussions of financial administration (four chapters), sponsoring, school-community relations, calendar, eligibility and school spirit.

Part III, "Types of Student Activities" (133 pages), covers internal organization and management, specialization, and several individual activities. Probably because of the limited number and presentation, these activities are illustrative only.

However, even these discussions are exceedingly skimpy: For example, home room is covered in six pages; student council, in 24 (19 of which are devoted to the constitution of a single school); special interest clubs, five pages; music, 1 ("college training courses in"); yearbook, 1 (one-half of which is devoted to a listing of yearbook manuals).

Illustrative of topics which are not even mentioned are athletics, magazine, handbook, newspaper, school trips and social events.



As might be expected in a book of this page-length and chapter-number (despite the rather large dimension of the pages), many of the chapters are relatively short; for example, seven chapters range from three to five pages, 18 from six to nine.

In Appendix A, "Readings," 32 of the 51 listings are dated 1938 or earlier (24 of them date from 1917 to 1931) and so are undoubtedly out of print, although probably some of them are still to be found in some libraries. The "bibliography" list includes nine titles, six of which are 1923-1946.

For the educator or administrator interested in history, theory and administration—this is the book; for the teacher, sponsor or student interested in the practical organization, promotion and programming of activities—this is not the book.

## What You May Need

### HELP FOR SCHOOL DRAMATISTS

The National Thespian Society issues some 35 publications designed for teachers, directors, and students of dramatic art. These books and booklets cover all phases of scenery, staging, directing, acting, and producing. Several of them are specifically designed for radio, television, and original movies. A descriptive circular may be obtained from the Society at College Hill Station, Cincinnati 24, Ohio.

### BETTER YEARBOOK PICTURES

BETTER PICTURES FOR A BETTER YEARBOOK, by Otha C. Spencer, is a new guide for yearbook advisers, editors and staff members on how to shoot, plan, edit and work with pictures for a better school yearbook. Dr. Spencer is Director of Photography at East Texas State College and is a well-known authority on photography and freelance writing. His recent work, "A Guide for Better Football Movies," has been well received.

Well illustrated photographically, this book covers the many and varied subjects of interest to journalism and photography enthusiasts in condensed, easy-to-understand language.

It considers key photographic problems and suggests practical solutions that will make it a valuable addition to every school library and an indispensable aid to anyone connected with photo-journalism.—Published by Henington Publishing Company, Wolfe City, Texas, 1959, 48 pp., \$1.75.

### FREE BOOKLET ON DRIVING

International Parts Corporation is now offering as a public service a free illustrated 16-page

booklet, "Golden Rules for Better Driving." This booklet contains the basic information necessary for safe driving plus rules and hints for improving driving skill.

One section of this booklet illustrates the most common emergency situations that arise in driving and explains the proven safest way for drivers to meet each of these situations.

This booklet is obtainable from distributors and dealers of International Parts Mufflers throughout the country or by writing the International Parts Corporation, 4101 West 42nd Place, Chicago 32, Illinois.

### TOMMY GETS THE KEYS

"Tommy Gets the Keys" is a motion picture adaptation of B. F. Goodrich's (Akron, Ohio) highly successful 32-page four-color cartoon book of the same title. This book is distributed to schools without charge; more than six million copies have been distributed since it was introduced in 1954.

This twelve and one-half minute film, like the book, is dedicated to making the nation's youth safer drivers; to help them learn safe and sane driving techniques and attitudes. It makes the point that sportsmanship, plus courtesy and skill are the basic ingredients of good driving practices.

This film is available in most communities throughout the nation for screening in schools, before safety and civic groups or service clubs. Arrangements for such showings can be made through local B. F. Goodrich representatives.

## Comedy Cues

### A Little of Both

A youngster, being scolded for a poor report card, asked:

"Daddy, what do you think is the trouble with me—heredity or environment?"

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A little boy is like a mosquito—when he stops making a noise you know he's getting into something.

☆☆☆

### Exasperating

"Does your husband talk in his sleep?"

"No, and it's terribly exasperating. He just grins."

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A good teacher is someone who can understand those not good at explaining and explain it to those not very good at understanding.

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